

IV. GIFTED PROGRAM

A. Initial Evaluations for Gifted

The evaluation for eligibility into the gifted program is based on the Pennsylvania state law under Chapter 16. Gifted education is not a federally approved program, but is governed by the state of PA. Parkland School District's evaluation of students thought to be mentally gifted includes a multiple criteria. This criterion includes achievement test scores, acquisition and retention rates, high cognitive ability, and higher level thinking skills. The school district has adopted a screening system, which reviews each referred student.

Students can be referred by parents, teachers, counselors, or any interested party familiar with the student. When the referral is received, the teacher of gifted will begin the process by issuing level 1 information.

If a parent makes a verbal or written request to the school, the School Psychologist and teacher of gifted should be notified immediately. The teacher of gifted should begin the process by issuing level 1 information and GIST 1 start letter. This process should be completed within 10 calendar days. At this point, either a PTE should be issued or a level 1 stop letter stating that their child did not meet the criteria to go to the next level.

If the student meets the criterion which is **established at 30 points**, the Student Services office will issue a Parent Permission, which allows the Psychologist to complete various assessments. These assessments will either permit the student to proceed through the process. The following flow-chart delineates the evaluation process in a step-by-step basis. Any school age student is eligible for a gifted evaluation. However the majority of the evaluations are conducted at the elementary level. Students have access to gifted/high potential courses regardless of identification of their exceptionality. In addition, math acceleration is managed through the curriculum and instruction department. **See GIST (version 4.1) Forms #18, #19 and #20.**

Screening Procedure for Math Acceleration

Grades 1 – 2

Classroom teacher

5/12 – 5/23 to complete testing, scoring, entering data

- Administers grade level Go Math End of Year Assessment
- Scores assessment
- **Enter score into Google Doc**

Teacher of Gifted

5/27 – 5/30 Review Google Doc and determine students scoring 90% or higher receive parent letter

6/2 – 6/6 Administer and score next grade level Go Math End of Year Assessment

Enter scores into Google Doc

- 85% or higher will be recommended for math acceleration

6/9 – 6/13 Student receives parent paperwork

Grades 3-4

Classroom Teacher

5/12 – 5/23 to complete testing

- Administers EOY Math Benchmark on Compass

Teacher of Gifted

5/27 – 5/30 Run report, students scoring 90% or higher receive parent

6/2 – 6/6 Administer and score next grade level Go Math End of Year Assessment (paper/pencil)

Enter scores into Google Doc

- 85% or higher will be recommended for math acceleration

6/9 – 6/13 Student receives parent paperwork

Grade 5

Classroom Teacher

5/1 – 5/9 Administers EOY Math Benchmark on Compass

Teacher of Gifted

5/12 – 5/16 Runs report to determine students scoring 90% or higher

- Students receiving 90% or higher receive parent letter

5/19 – 5/23 Administers Parkland Algebra Placement Test

Sends scantron sheets to Diane Neikam-records into Google Doc

5/27 – 5/30 **Distribute Parent Placement Letter**

- 50-55 – recommend Algebra 1 Placement
- 47-49 – recommend Pre- Algebra Placement
- 46 or less – recommend 6th Grade Math Placement

B. IEP Procedures (Elementary, Secondary) for On-going Gifted Students

1. Class Lists generated and sent to Counselors by Student Services.
2. Names verified by Counselors or Teachers of Gifted.
3. Strengths and Needs Worksheets generated and placed on the L Drive by Student Services.
4. Student Services collects and retrieves standardized testing information.
5. Secondary Course registration and grades supplied by eSchool and retrieved by Student Services.
6. Interest Survey is collected through Student Services. The results are retrieved by Student Services
7. Copies made after meeting is held, 1 copy mailed home to parents, 1 to Guidance or teacher of gifted. For parents not attending meeting, copy sent home along with extra signature page(s) for them to return to Student Services.
8. Documents should be printed at each building.
9. Elementary School prints, schedules, and conducts meeting. Forwards information and forms to Student Services.
10. Middle School provides dates for each team and designates students' team membership to Students Services who sends invitations.
11. High School creates schedule for IEP meetings with dates, Teachers, counselors, and students. They send to Student Services who sends invitation with letter from Rob asking them to confirm meeting by returning slip or calling their school.
12. Secondary parents can also reschedule with the building or have paperwork sent home to them after meeting is held without them.
13. Secondary counselors should list names of students requiring GNORA if not enrolled in programs.

C. Grade Placement Challenge

1. Request should be made from interested party to the counselor and/or psychologist.
2. Intake interview should occur to determine reasons for accelerated placement.
3. Student will need to be processed through the GIST procedure.
4. Students should show mastery of 85% of the skills in the age-appropriate grade. Assessments should include the following as appropriate:
 - a. End of the year tests (for the grade being accelerated)
 - b. Leveled reading passages
 - c. Writing samples graded by PSD rubric
 - d. Phonics and/or sight word inventory for K-1
 - e. Social Studies and/or Science assessments for intermediate grades
 - f. Observation in class to determine study skills, social emotional maturity (consider SOS, transition times, completion of work on time, ability to work without distracting others.)
 - g. Report card information
 - h. Current teacher reports
 - i. Ability to socialize with older students
5. Psychologist interprets above information in light of developmental levels.

Note: Students not currently in Parkland School District buildings may require a time period in the age appropriate setting to reach an authentic view of their performance. Local measures over time are the best indicators of academic achievement and developmental readiness.

D. Withdrawal of gifted students (see section I.C)

F. Gifted Transfers from within PA

Psychologists will review records in conjunction with building counselor and will make determination as to whether the record is complete, forward it to the teacher of gifted, who will hold an IEP meeting within 10 calendar days of registration.

Student Relocations

If a student moves from one school district in this Commonwealth to another, the new district must implement the existing GIEP to the extent possible or must provide the services and programs specified in an interim GIEP agreed to by the parents until a new GIEP is developed and implemented. (22 PA code 16.31 [b])

Every school district must honor a GIEP from within the Commonwealth until the new GIEP is completed. However, if a student who has been identified as gifted in another state moves to PA, the school district may conduct a GMDE.

If the information from another state matches the PA criteria of Chapter 16, the information should be reviewed by appropriate persons and documented on a GWR. A GIEP team should be convened and the PA procedures followed.

G. Gifted Evaluations

Parkland residents who have requested gifted evaluations should register with the building. The request for evaluation should be made to the guidance counselor and/or to the building psychologist in writing. Following the request, the psychologist will contact the parent to discuss the nature of the request and provide feedback as to the evaluation process.

The evaluation will follow the GIST flowchart with the information from the classroom teacher being received by the sending school. The teacher of the gifted will conduct their portion and any other curriculum based measures required. These curriculum based assessment measures may be required if in fact the IEP team is considering acceleration.